



United States
Department of
Agriculture

Cooperative State
Research, Education, and
Extension Service
and Land-Grant University
Cooperating Extension Service



Cooperative Extension System 2004 Annual 4-H Youth Enrollment Report

For the State
Reporting Year
Including Jan. 1, 2004

(State)

This paper version of Form CES-237 is for the state reporting year that includes January 1, 2004. It is intended for reference and local use. County enrollment summaries referred to on this form are to be sent to the State 4-H Leader as directed. State Summaries are to be sent as electronic attachments to e-mail, *only* in the format created by 4HPlus, ESOonly, or Blue Ribbon software.

Send to asmith@reeusda.gov by **November 1, 2004**

Families, 4-H, and Nutrition
Cooperative State Research, Education, and Extension Service
United States Department of Agriculture
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GENERAL INFORMATION

Specific instructions for compiling the CES Annual 4-H Enrollment Report Form have been included throughout the report form as they apply to the various items.

Demographic information requested has been designed to meet needs related to Title VI (Civil Rights requirements) and Title IX (sex) as well as the needs of state and national staffs for programming and accountability. This routine enrollment report is not intended to supercede or negate the requirements of court-ordered or legally imposed affirmative action compliance plans that may be in effect in a particular state.

ETHNIC CLASSIFICATION

Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Not Hispanic or Latino: All others.

RACIAL CLASSIFICATION

A program participant may self-select **one or more** racial designations. The specific categories listed below conform to definitions for legally protected classes. Additional **sub-categories** based on national origin or primary language spoken may be used, where appropriate, on either a regional and/or state basis. Sub-categories used in a state must be combined for a federal report.

In compliance with Office of Management and Budget rules and regulations, effective 1/01/03, all recipient agencies of federally assisted programs that are required to collect and record racial participation data for federal statistics, program administrative reporting, and civil rights compliance must use the following revised racial categories:

White: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Black or African American: A person having origins in any of the black racial groups of Africa.

American Indian or Alaskan Native: A person having origins in any of the original peoples of North, Central, and South America, and who maintains tribal affiliation or community attachment.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, of the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, Micronesia, the Northern Marianas, or other Pacific islands.

DEFINITIONS

Racially Ethnically Mixed Communities: An area or community in which more than one of the racial-ethnic groups make up the population of potential program participants.

Racially Ethnically Integrated Group: A group composed of members of more than one of the racial-ethnic groups above.

4-H: The extension youth development education program of the Cooperative Extension Services of the 1862, 1890, and 1994 land-grant universities and USDA.

Participants in 4-H: 4-H youth development education programs are created and conducted by the Cooperative Extension System and its partners principally for specific developmental levels of youth within the span of the grades K-12. "Special" 4-H programs are offered to mentally challenged individuals of any age. In addition, collegiate 4-H organizations provide volunteer service and social and educational opportunities for young adults in college. Adults participating in 4-H educational programs may do so as volunteers and/or to learn about working with youth as parents, as volunteers, or as professionals. The 4-H name and emblem can appropriately be used with this full range of youth and adult participants.

Enrolled Youth: Any youth who is recorded by Extension as participating in one of the recognized delivery modes—a 4-H youth participant or 4-H member.

Individual Enrollment: Enrolled with detailed individual demographic data, including name and address. Required of 4-H members and 4-H direct volunteers. Encouraged but not required for other participants and volunteers.

Group Enrollment: Aggregated demographic and subject data regarding a CES youth development education unit or adult training experience. The experience may or may not have 4-H in its title. Group enrollment is used for experiences of limited duration or when detailed data on participants are not available.

4-H Youth Participant: Any youth taking part in programs provided as a result of action by extension personnel (professional, paraprofessional, and volunteer). This includes youth participating in programs conducted through 1862, 1890, and 1994 land-grant universities, EFNEP, urban gardening, and other programs that may not actually use the 4-H name and emblem with participants.

4-H Member: Any youth who has completed individual enrollment in an organized ongoing local 4-H unit and is aware of his or her involvement in 4-H. Includes, but is not necessarily limited to, 4-H club members.

4-H Unit: An identifiable group of youth sanctioned by Extension and organized to have similar learning experiences (e.g., club, classroom of students, or a camp session). A 4-H unit often offers multiple subjects or learning experiences, while still continuing to be the same 4-H unit.

4-H Adult Participant: Any adult who works for the benefit of youth who is recorded by Extension as a participant in a 4-H-sponsored adult learning experience. May include parents, volunteers, and professionals of agencies and groups beyond 4-H.

4-H Volunteer: Any adult or youth recognized by Extension as giving service to the 4-H program without salary or wages from Extension.

Direct Volunteer: Unpaid support for the 4-H program through face-to-face contact with youth, by a youth or adult (e.g., project leader, club leader, camp counselor, teacher).

Indirect Volunteer: Unpaid support for the 4-H program by a youth or adult that does not include face-to-face contact with youth (e.g., boards, committees).

Middle Manager: Unpaid service to or leadership of other volunteers by a youth or adult.

Youth Volunteer: Unpaid support for the 4-H program by a person who has not yet graduated from high school. (A youth volunteer is likely to also be a youth participant.)

Adult Volunteer: Unpaid support for the 4-H program by an individual beyond high school age.

Coalition: Two or more agencies or institutions, from the public or private sectors, that jointly develop and implement a program for the benefit of youth.

Curriculum: Planned sequential learning experiences integrating subject matter and life skills, supported by written, audio, video, or computer instructional guidance.

4-H Alumni: Those whose lives were touched as a participant or volunteer in 4-H.

1862, 1890, & 1994 Land-Grant Universities: 1862 LGUs consist of one university per state that was authorized and funded that year by Congress under the Morrill Act. In 1890, Congress added 17 historically-black universities in Southern states to the system. Since then, Tuskegee University, the University of the District of Columbia, and territorial universities have been added to the land-grant university system. In 1994, twenty-six Native American tribal colleges were given land-grant university status.

DEFINITIONS OF 4-H DELIVERY MODES

1. Youth members of organized 4-H clubs.

An organized group of youth, led by an adult, with a planned program that is carried on throughout all or most of the year. 4-H clubs may meet in any location and typically have elected officers and a set of rules approved by the membership to govern the club.

1a. Community clubs typically meet in the evenings or on weekends and offer self-chosen multiple learning experiences and activities.

1b. In-school clubs meet during school hours, but have officers and planned activities beyond school enrichment.

1c. 4-H after-school clubs are organized within child care settings. They have officers and planned activities.

1d. Military 4-H clubs are organized by the Armed Forces, often on military installations, and principally for military dependents.

2. Youth participating in 4-H special interest/short-term programs.

Groups of youth meeting for a specific learning experience that involves direct teaching by extension staff or trained volunteers, including teachers. Program is not part of school curriculum and not restricted to members of 4-H clubs.

Multiple-day meetings, for example on college campuses, should be reported as short-term programs. The direct audience contact hours should be at least six for enrollment to be reported.

3. Youth participating in 4-H camping programs.

Youth taking part in an Extension-planned educational experience of group living in the out-of-doors.

3a. Overnight camping includes being away from home at least one night (resident, primitive, or travel camping) and is not restricted to members of organized 4-H clubs.

3b. Day camping consists of multiple-day programs, with youth returning home each evening.

4. Youth participating in 4-H school enrichment programs.

Groups of youth receiving a sequence of learning experiences in cooperation with school officials during school hours to support the school curriculum. Involves direct teaching by extension staff or trained volunteers, including teachers.

5. Youth participating in 4-H individual study/mentoring/family learning programs.

Planned learning that occurs independently of a formal group setting, such as a club, as an individual, paired, or family learning effort. Self directed, usually with limited adult involvement except for parents (or mentor). Examples include self-study, home study courses, advanced placement courses, mentoring or shadowing with an "expert," whole families learning together.

6. Youth participating in school-aged child care education programs.

Educational programs offered to youth outside of school hours, usually in a school or other community center and incorporating 4-H curricula. The primary purpose is to provide care for youth while parents are working or unavailable. (4-H clubs in school-age child care settings should be reported under "1c Organized 4-H After School Clubs.")

7. Youth participating in instructional TV/video programs.

Youth offered learning experiences through Extension via broadcast or closed circuit television, including satellite transmission, or videotape replays of such series.

ANNUAL EXTENSION YOUTH ENROLLMENT REPORT

Note: All extension youth programs from 1862, 1890, or 1994 land-grant universities should be included in this summary.

	MALE	FEMALE	TOTAL YOUTH	NO. 4-H UNITS
1a. Youth members of organized 4-H community clubs				
1b. Youth members of organized 4-H in-school clubs				
1c. Youth members of organized 4-H after-school care clubs				
1d. Youth members of military 4-H clubs				
1e. Total 4-H club membership (sum of 1a to 1d above)				
2. Youth participating in 4-H special interest/short-term programs				
3a. Youth participating in 4-H overnight camping programs				
3b. Youth participating in 4-H day camping programs				
3c. Total youth participating in 4-H camping programs				
4. Youth participating in 4-H school enrichment programs				
5. Youth participating in 4-H individual study/mentoring/family learning programs				
6. Youth participating in school-aged child care education programs				
7. Youth participating in instructional TV/video programs				
8. TOTAL 1e, 2, 3c, 4, 5, 6, and 7 (with duplications included)				
9. TOTAL (with duplications eliminated, each child counted only once)				

10. School Grade as of Jan. 1

Kindergarten	
1st grade	
2nd grade	
3rd grade	
4th grade	
5th grade	
6th grade	
7th grade	
8th grade	
9th grade	
10th grade	
11th grade	
12th grade	
Post H.S. ed.	
Not in school	
*Special	
TOTAL	

(with duplications eliminated)

11. Place of Residence of 4-H Participants

Farm: <i>Use the U.S. Census definition for a farm, which includes all persons living in rural territory on places from which \$1,000 or more of agricultural products were sold, or normally would have been sold, in the reporting year.</i>	
Towns of under 10,000 and rural non-farm: <i>Persons who live in towns of under 10,000 population in rural non-farm and open country situations not reported as farm in above definition.</i>	
Towns and cities, with populations of 10,000 and up to 50,000, and their suburbs: <i>Include participants who live within the immediately built-up areas surrounding such towns and cities, even though they might live somewhat beyond the immediate city limits.</i>	
Suburbs of cities of over 50,000: <i>Report the number of participants in the urbanized and contiguous suburbs and towns surrounding a city of over 50,000. This category conforms to the urbanized portion of metropolitan rings included in standard metropolitan statistical areas (SMSAs).</i>	
Central cities of over 50,000: <i>Report the participants living within the boundaries of metropolitan cities of over 50,000 population. This category includes twin cities of standard metropolitan statistical areas (SMSAs).</i>	
<i>* "Special" 4-H participants are mentally challenged persons older than 19.</i>	
TOTAL:	

(with duplications eliminated)

12. Numbers of Youth by Source of Program

4-H Program Conducted by:	1862 land-grant university	1890 land-grant university	1994 land-grant university	Coalition of LGUs	Coalition, including LGUs & other groups	TOTAL YOUTH
PROGRAM SOURCE						*

* Total youth with duplications included, the same as TOTAL 18.

13.1 Distribution of Youth in Integrated and Non-integrated 4-H units

		TOTAL YOUTH	TOTAL UNITS
Youth in integrated 4-H units in racially ethnically mixed communities	A# Youth		
	B# Units		
Youth in 4-H units not integrated in racially ethnically mixed communities	C# Youth		
	D# Units		
Youth in 4-H units in non-racially ethnically mixed communities	E# Youth		
	F# Units		
Youth in 4-H individual study/ mentoring/family learning programs	G# Youth		
Youth in 4-H instructional TV	H# Youth		
TOTAL (duplications not eliminated)	I# Youth		
TOTAL * (duplications eliminated, each youth counted only once)	J# Youth		
	K# Units		

- Since youth may take part in several units or delivery modes, they may be counted on each row in the body of the above table that describes that unit or participation.
- Duplications Not Eliminated: Total numbers of youth appearing in that column, even though some are counted more than once.
- Duplications Eliminated: Actual number of different individuals, with each counted only once.
- J# Youth Total Youth cell is identical to #9, #10 Total, and #11 Total.

Tables 13.2, 14.1 and 14.2:

During enrollment of each youth participant, adult volunteer, or youth volunteer they should be asked to indicate if they are Hispanic or Not Hispanic. Then they should check beside each racial group appropriate to their heritage. The tables are frequency counts of how often each cell was checked. Each should be entered either in Hispanic or Not Hispanic section, depending on which ethnicity they chose at enrollment. With one race reported, data are counted in one column. With two races, data are entered in two columns. With three races, data are entered in three columns. With four races, data are entered in four columns. (Tiger Woods would be entered on Line 10, in columns A through J).

There is no grand total of individuals included in the table, because many individuals will report more than one race. Enrollment data only need to be put into lines 1-10. The additional lines will be automatically tabulated by the computer program.

In group enrollment situations, where 4-H leaders complete enrollment on the group, they may use their best estimate of the racial and ethnic makeup of the individuals.

While the new method of recording racial and ethnic data means that there are many more possible blanks to fill, many combinations will probably never be used. The results of reporting in this fashion are sure to be a dramatic increase in the percentages of minorities served.

13.2 Race and Ethnicity of 4-H Participants		HISPANIC Ethnicity					NOT HISPANIC Ethnicity				
		(A) # Enrollment included White	(B) # Enrollment included Black	(C) # Enrollment included American Indian or Alaskan Native	(D) # Enrollment included Asian	(E) # Enrollment included Native Hawaiian or Pacific Islander	(F) # Enrollment included White	(G) # Enrollment included Black	(H) # Enrollment included American Indian or Alaskan Native	(I) # Enrollment included Asian	(J) # Enrollment included Native Hawaiian or Pacific Islander
RACIAL GROUPS											
(1) White (only)											
(2) Black or African American (only)											
(3) American Indian or Alaska Native (only)											
(4) Asian (only)											
(5) Native Hawaiian or other Pacific Island (only)											
(6) White & Black											
(7) White & AI or AN											
(8) Black & AI or AN											
(9) White & Asian											
(10) Balance (other combinations)											
(11) HISPANICS by race (sum each column, A-E)											
(12) TOTAL HISPANICS (sum rows 11 A-E)											
(13) % HISPANICS (12 / TOTAL YOUTH x 100)											
(14) NOT HISPANICS by race (sum each column F-J)											
(15) TOTAL NOT HISPANICS (sum row 14 F-J)											
(16) % NOT HISPANIC (15 / TOTAL YOUTH x 100)											
(17) TOTAL WHITE (sum 11A & 14F)											
(18) % WHITE (17 / TOTAL YOUTH x 100)											
(19) TOTAL BLACK (sum 11B & 14G)											
(20) % BLACK (19 / TOTAL YOUTH x 100)											
(21) TOTAL AI or AN (sum 11C & 14H)											
(22) % AI or AN (21 / TOTAL YOUTH x 100)											
(23) TOTAL ASIAN (sum 11D & 14I)											
(24) % ASIAN (23 / TOTAL YOUTH x 100)											
(25) TOTAL NH or OPI (sum 11E & 14J)											
(26) % NH or OPI (25 / TOTAL YOUTH x 100)											
(27) TOTAL RACIAL MINORITIES (sum 19 & 21 & 23 & 25)											
(28) % RACIAL MINORITIES (27 / TOTAL YOUTH x 100)											
(29) TOTAL RACIAL & ETHNIC MINORITIES (sum 12 & 27)											
(30) % RACIAL & ETHNIC MINORITIES (29 / TOTAL YOUTH x 100)											

AI or AN = American Indian or Alaskan Native
NH or OPI = Native Hawaiian or Pacific Islander

14.1 Race and Ethnicity of Adult 4-H Volunteers		HISPANIC Ethnicity					NOT HISPANIC Ethnicity				
		(A) # Enrollment included White	(B) # Enrollment included Black	(C) # Enrollment included American Indian or Alaskan Native	(D) # Enrollment included Asian	(E) # Enrollment included Native Hawaiian or Pacific Islander	(F) # Enrollment included White	(G) # Enrollment included Black	(H) # Enrollment included American Indian or Alaskan Native	(I) # Enrollment included Asian	(J) # Enrollment included Native Hawaiian or Pacific Islander
RACIAL GROUPS											
(1) White (only)											
(2) Black or African American (only)											
(3) American Indian or Alaska Native (only)											
(4) Asian (only)											
(5) Native Hawaiian or other Pacific Island (only)											
(6) White & Black											
(7) White & AI or AN											
(8) Black & AI or AN											
(9) White & Asian											
(10) Balance (other combinations)											
(11) HISPANICS by race (sum each column, A-E)											
(12) TOTAL HISPANICS (sum rows 11A-E)											
(13) % HISPANICS (12 / TOTAL YOUTH x 100)											
(14) NOT HISPANICS by race (sum each column F-J)											
(15) TOTAL NOT HISPANICS (sum row 14 F-J)											
(16) % NOT HISPANIC (15 / TOTAL YOUTH x 100)											
(17) TOTAL WHITE (sum 11A & 14F)											
(18) % WHITE (17 / TOTAL YOUTH x 100)											
(19) TOTAL BLACK (sum 11B & 14G)											
(20) % BLACK (19 / TOTAL YOUTH x 100)											
(21) TOTAL AI or AN (sum 11C & 14H)											
(22) % AI or AN (21 / TOTAL YOUTH x 100)											
(23) TOTAL ASIAN (sum 11D & 14I)											
(24) % ASIAN (23 / TOTAL YOUTH x 100)											
(25) TOTAL NH or OPI (sum 11E & 14J)											
(26) % NH or OPI (25 / TOTAL YOUTH x 100)											
(27) TOTAL RACIAL MINORITIES (sum 19 & 21 & 23 & 25)											
(28) % RACIAL MINORITIES (27 / TOTAL YOUTH x 100)											
(29) TOTAL RACIAL & ETHNIC MINORITIES (sum 12 & 27)											
(30) % RACIAL & ETHNIC MINORITIES (29 / TOTAL YOUTH x 100)											

14.2 Race and Ethnicity of 4-H Youth Volunteers		HISPANIC Ethnicity					NOT HISPANIC Ethnicity				
		(A) # Enrollment included White	(B) # Enrollment included Black	(C) # Enrollment included American Indian or Alaskan Native	(D) # Enrollment included Asian	(E) # Enrollment included Native Hawaiian or Pacific Islander	(F) # Enrollment included White	(G) # Enrollment included Black	(H) # Enrollment included American Indian or Alaskan Native	(I) # Enrollment included Asian	(J) # Enrollment included Native Hawaiian or Pacific Islander
RACIAL GROUPS											
(1) White (only)											
(2) Black or African American (only)											
(3) American Indian or Alaska Native (only)											
(4) Asian (only)											
(5) Native Hawaiian or other Pacific Island (only)											
(6) White & Black											
(7) White & AI or AN											
(8) Black & AI or AN											
(9) White & Asian											
(10) Balance (other combinations)											
(11) HISPANICS by race (sum each column, A-E)											
(12) TOTAL HISPANICS (sum rows 11A-E)											
(13) % HISPANICS (12 / TOTAL YOUTH x 100)											
(14) NOT HISPANICS by race (sum each column F-J)											
(15) TOTAL NOT HISPANICS (sum row 14 F-J)											
(16) % NOT HISPANIC (15 / TOTAL YOUTH x 100)											
(17) TOTAL WHITE (sum 11A & 14F)											
(18) % WHITE (17 / TOTAL YOUTH x 100)											
(19) TOTAL BLACK (sum 11B & 14G)											
(20) % BLACK (19 / TOTAL YOUTH x 100)											
(21) TOTAL AI or AN (sum 11C & 14H)											
(22) % AI or AN (21 / TOTAL YOUTH x 100)											
(23) TOTAL ASIAN (sum 11D & 14I)											
(24) % ASIAN (23 / TOTAL YOUTH x 100)											
(25) TOTAL NH or OPI (sum 11E & 14J)											
(26) % NH or OPI (25 / TOTAL YOUTH x 100)											
(27) TOTAL RACIAL MINORITIES (sum 19 & 21 & 23 & 25)											
(28) % RACIAL MINORITIES (27 / TOTAL YOUTH x 100)											
(29) TOTAL RACIAL & ETHNIC MINORITIES (sum 12 & 27)											
(30) % RACIAL & ETHNIC MINORITIES (29 / TOTAL YOUTH x 100)											

CLASSIFICATION OF 4-H VOLUNTEER SERVICE

		14.1 ADULT VOLUNTEERS		15.1 YOUTH VOLUNTEERS	
		MALE	FEMALE	MALE	FEMALE
4-H DIRECT VOLUNTEER		A.	B.	A.	B.
4-H INDIRECT VOLUNTEER		C.	D.	C.	D.
4-H MIDDLE MANAGER		E.	F.	E.	F.
TOTAL (duplications not eliminated)		G.	H.	G.	H.
TOTAL (duplications eliminated)		I.	J.	I.	J.
TOTAL FEMALE	K.				
TOTAL MALE	L.				
TOTAL VOLUNTEERS	M.				

4-H Volunteer - Any adult or youth recognized by Extension as giving service to the 4-H program without salary or wages from Extension.

Direct Volunteer - Unpaid support for the 4-H program through face-to-face contact with youth, by a youth or adult (e.g., project leader, club leader, camp counselor, teacher).

Indirect Volunteer - Unpaid support for the 4-H program by a youth or adult that does not include face-to-face contact with youth (e.g., boards, committees).

Middle Managers - Unpaid service to or leadership of other volunteers by a youth or adult, beyond the club or unit level.

Duplications Not Eliminated - Include each volunteer in sex blank(s) for each classification of service that they have performed in the reporting year.

***Duplications Eliminated** - The "Duplications Eliminated" total is the actual number of different individuals who performed volunteer service for 4-H during the year.

16. NUMBERS OF ADULTS AND YOUTH VOLUNTEERS TRAINED THROUGH 4-H (during the reporting year)

(Do not include in this chart training of youth volunteers that has been reported under the curriculum classification in item 17.)

	YOUTH VOLUNTEERS	ADULT VOLUNTEERS	OTHER ADULTS
A. Leadership - topics relating to organizing, managing, and teaching youth in a nonformal education setting			
B. Parenting - knowledge and skills relating to developmental and learning needs of children and youth			
C. Other - any training topic beyond the two listed above			
D. TOTALS			

17. 4-H CURRICULUM CLASSIFICATION

Record the number of youth participants in 4-H subjects/projects/learning experiences. Youth may participate in more than one of the subject matters listed below and should be counted each time. Include all youth enrolled in Extension-sponsored educational efforts, whether or not they carry the "4-H" label. For example, include all TV series, 1890 programs, youth urban gardening, youth EFNEP participants, youth FSNEP participants, camps, and targeted Youth at Risk programs.

Specific state or local projects should be incorporated into the categories that most accurately reflect educational work being done in Extension 4-H youth programs. Each state or county may report in the "Youth Enrolled" blanks below at any appropriate level of specificity. (e.g., if a project is a general introduction to plants and animals, it would be coded "G"; if it deals with all animals, it would be coded "GB." If it is specific to Beef, "GBB." If the project deals with an animal species not specifically listed, report it under Animals, "GB." There are no "other" categories. States and counties may use an (optional) character of the curriculum classification to collect more specific information on project year, etc., although this information will not be included in a report to USDA.

Use "Subtotal" blanks below to show the numbers of enrollments in each major (single letter) category. Total all single letter categories in the "Grand Total Enrollments" on page 14.

CODE	(optional)	CURRICULUM CATEGORY	YOUTH ENROLLED	SUBTOTALS
A		CITIZENSHIP AND CIVIC EDUCATION		
AB		Citizenship (local, state, national)		
AC		Cultural Education (including heritage, diversity, exchanges)		
AD		Global Education (including international exchanges, if enrolled)		
AE		Intergenerational Programming		
AF		Understanding Physical and Mental Limitations		
AG		Volunteerism		
AH		Service Learning		
AI		Community Service		
B		COMMUNICATIONS AND EXPRESSIVE ARTS		
BA		Communication Arts		
BAA		Speaking/Radio/TV		
BAB		Writing/Print		
BB		Performing Arts		
BBA		Clowning/Mime		
BBB		Dance/Movement		
BBC		Drama/Theater		
BBD		Music/Sound		
BC		Visual Arts		
BCA		Arts and Crafts		
BCB		Drawing, Painting, Sculpture		
BCC		Graphic Arts, Displays, Exhibits		
BCD		Photography, Video		
C		CONSUMER AND FAMILY SCIENCES		
CA		Child Development, Child Care, Babysitting		
CB		Clothing and Textiles		
CC		Consumer Education		
CD		Home Environment		
CE		Parenting and Family Life Education		
D		ENVIRONMENTAL EDUCATION AND EARTH SCIENCES		
DA		Environmental Stewardship (general)		
DB		Earth, Water, and Air		
DBA		Geology and Minerals		
DBB		Weather and Climate		
DBC		Soils and Soil Conservation		
DBD		Water		
DC		Energy (general, home, farm, transportation)		
DD		Forests, Rangeland, and Wildlife		
DDA		Forestry		

CODE	(optional)	CURRICULUM CATEGORY	YOUTH ENROLLED	SUBTOTALS
DDB		Range Science		
DDC		Wildlife and Fisheries		
DEA		Adventure/Challenge		
DEB		Shooting Sports		
DF		Waste Management		
DFA		Composting		
DFB		Recycling		
DFC		Household Hazardous Waste		
E		HEALTHY LIFESTYLE EDUCATION		
EA		Chemical Health		
EB		Mental and Emotional Health		
EC		Foods and Nutrition		
ECA		EFNEP (ALL youth participants of EFNEP programs)		
ECB		Foods Safety		
ECC		Food Preservation		
ECD		FSNEP (Food Stamp Nutrition Education Program)		
ED		Physical Health		
EDA		Fitness and Sports		
EDB		Growth, Development, and Disease		
EDC		Home Nursing, First Aid/CPR		
EDD		Sexual Health		
EE		Safety		
EEA		ATV Safety		
EEB		Automotive Safety (including seat belts, etc.)		
EEC		Bicycle Safety		
EED		Communities for Child Safety		
EEE		Emergency Preparedness		
EEF		Tractor and Machinery Safety Certification		
F		PERSONAL DEVELOPMENT AND LEADERSHIP		
FA		Career Exploration and Employability		
FB		Critical Thinking Skills		
FC		Economics, Business and Marketing		
FCA		Mini-Society (specific entrepreneurial program)		
FCB		Other Entrepreneurship		
FD		Introductory 4-H Projects (for participants 5-8 years old)		
FL		Character Education		
FC		Hobbies and Collections		
FF		Leadership Skills Development		
FG		Leisure Education (general)		
FH		Personal Development (general)		
FI		Reading Literacy		
FJ		Social Recreation Skills		
FK		Values Clarification		
FL		Character Education		
GA		AG in the Classroom		
GB		Animals		
GBA		Aquaculture		
GBB		Beef		
GBC		Birds and Poultry (caged birds, chickens, pigeons, waterfowl)		
GBD		Cats		
GBE		Dogs		
GBF		Dairy Cattle		

CODE	(optional)	CURRICULUM CATEGORY	YOUTH ENROLLED	SUBTOTALS
GBG		Goats (dairy, hair, meat, Pygmy)		
GBGA		Dairy goats		
GBGB		Hair goats		
GBGC		Meat goats		
GBGD		Pygmy goats		
GBH		Horse & Pony		
GBI		Rabbits/Cavies		
GBJ		Sheep		
GBK		Small Animals/Pocket Pets/Lab Animals		
GBL		Swine		
GBM		Alpacas and Llamas		
GBN		Emus and Ostriches		
GC		Plants		
GCA		Crops/Weeds		
GCB		Flower Gardening/House Plants		
GCC		Gardens - Fruit/Vegetables		
GCD		Ornamental Horticulture		
H		SCIENCE AND TECHNOLOGY		
HA		Science/Technology Literacy		
HAA		SERIES (specific program)		
HAB		SPACES (specific program, Sci/Tech component only)		
HB		Biological Sciences		
HBA		Animal Science		
HBB		Aquatic Science		
HBC		Entomology and Bees		
HBD		Food Science		
HBE		Marine Science		
HBF		Meat Science		
HBG		Plant Science		
HBH		Poultry Science and Embryology		
HBI		Veterinary Science		
HC		Technology and Engineering		
HCA		Aerospace		
HCB		Automotive		
HCC		Bicycle		
HCD		Computer Technology		
HCE		Electric		
HCF		Electronics		
HCG		Engines, Tractors and Field Equipment		
HCH		Wood Science and Industrial Arts		
HD		Physical Sciences		
HDA		Astronomy		
HDB		Chemistry		
HDC		Mathematics		
HDD		Physics		

18. CURRICULUM ENROLLMENTS (Duplications not Eliminated)	ADD SUBTOTALS A, B, C, D, E, F, G, H =	GRAND TOTAL

DEFINITIONS FOR CURRICULUM CLASSIFICATION

- A CITIZENSHIP AND CIVIC EDUCATION** - preparation for roles as a member of society, legal proceedings, public policy and inter-relations
- AB Citizenship** (local, state, national) - understanding government and active participation in community life and community problem solving
- AC Cultural Education** including:
Heritage - passing on valued knowledge, skills, and tradition to succeeding generations
Diversity/Pluralism - more than one culture, national origin, race or creed
Exchanges - reciprocal visits, and/or inbound or outbound delegate(s)
- AD Global Education** including: worldwide programming, international exchange programs for youth enrolled in 4-H
- AE Intergenerational Programming** - educational efforts to link youth to another generation in a common cause
- AF Understanding Physical and Mental Limitations** - appreciation and acceptance of disabilities, handicaps
- AG Volunteerism** - learning about the importance and nature of services done of one's own free will, for the benefit of others
- AH Service Learning** - acquiring personal skills and knowledge in the process of performing service for others through an organized program, followed by personal reflection
- AI Community Service** - voluntary contribution of time in support of the needs of others
- B COMMUNICATIONS AND EXPRESSIVE ARTS** - skills of expressing, imparting, and conveying information to others
- BA Communications Arts** - interchange of thought or information as a verbal or written message
- BAA Speaking/Radio/TV** - demonstrations, public speaking, illustrated talks, preparing programs for radio and/or TV
- BAB Writing/Print** - journalism, written communication, creative writing, poetry
- BB Performing Arts** - communicating through action displaying a special skill as a public exhibition
- BBA Clowning/Mime** - entertaining through pantomime and/or role playing acts
- BBB Dance/Movement** - rhythmic and harmonized body movement, spontaneous or controlled
- BBC Drama/Theater** - performance and appreciation of acting
- BBD Music/Sound** - vocal and instrumental performance, appreciation, or theory
- BC Visual Arts** - give form and meaning through creative processes involving line, color, form, pattern, and texture in two and three dimensions
- BCA Arts and Crafts** - knowledge or skill requiring some degree of manual dexterity in production of an aesthetic object
- BCB Drawing, Painting, Sculpture**
- BCC Graphic Arts, Displays, Exhibits**
- BCD Photography/Video**
- C CONSUMER AND FAMILY SCIENCE** - development of consumer-oriented, family-related skills
- CA Child Development, Child Care, Babysitting**
- CB Clothing and Textiles**
- CC Consumer Education**
- CD Home Environment** - includes Home Improvement
- CE Parenting and Family Life Education**
- D ENVIRONMENTAL EDUCATION AND EARTH SCIENCES** - general studies of human life and its relationship to other life forms on Earth and the physical, biological, and chemical environments
- DA Environmental Stewardship** - (general) cultivation of a personal commitment to responsible resource management that contributes to the quality of life for present and future generations. This includes knowing about and caring for the environment, and applying this concern through responsible action for the rest of our lives.

- DB Earth, Water, and Air** - studies that address mostly physio-chemical aspects of the environment; the lithosphere (geology, minerals), hydrosphere (water), and atmosphere (weather and climate)
- DBA Geology and Minerals** - studies of sedimentary, igneous and metamorphic rocks, minerals, and geologic processes through Earth's history
 - DBB Weather and Climate** - studies of local or regional atmospheric phenomena occurring over the short term (weather) as well as long-term trends that are expressed as regional climates
 - DBC Soils and Soil Conservation** - studies of soils as plant growth media, construction materials and naturally occurring bodies. Soils represent the place where Earth's crust, the atmosphere, living things and water are most intimately mixed
 - DBD Water** - studies of the "universal solvent" that makes life possible, including water supply and uses, the water cycle, water conservation, and water pollution
- DC Energy** (general, home, farm, transportation) - exploration of the basic principles of thermodynamics and physics and how these principles apply to energy use in a variety of settings
- DD Forests, Rangeland, and Wildlife** - studies of renewable natural resources, mostly on noncultivated and non-urban lands
- DDA Forestry** - studies of forested lands used for timber production, recreation, wildlife habitat and watershed
 - DDB Range Science** - studies of wildlands used for grazing of domestic livestock, wildlife habitat, timber, watershed and recreation. Rangelands are generally too rocky, steep, or arid for cultivation.
 - DDC Wildlife and Fisheries** - studies of wildlife and fish species in terms of life history, geographic distribution, bio-diversity, habitat, human utility, management, and aesthetic values
- DE Outdoor Education/Recreation** - experiences that involve being in, using, enjoying, or interpreting the natural environment
- DEA Adventure/Challenge** - outdoor activities that challenge the human spirit and body, such as hiking, primitive camping, survival training, orienteering, and ropes courses
 - DEB Shooting Sports** - use of firearms and archery equipment to facilitate personal goal setting, sportsmanship, confidence, and safety - shooting sports is perceived as a starting point for other environmental education areas
- DF Waste Management** - consideration of the waste stream from extraction or harvest of raw materials through enviroshopping to disposal by landfilling or incineration; waste management includes waste reduction, composting, re-use, recycling, waste-to-energy, waste stabilization and disposal.
- DFA Composting** - transformation of organic waste to a useful mulch or soil amendment
 - DFB Recycling** - the purchase of materials with recycled content and diversion of materials back to useful processes with the goal of reducing energy use, reducing consumption of natural resources, and decreasing waste going to landfills and incinerators
 - DFC Household Hazardous Waste** – family-generated solid waste or refuse that contains materials that are ignitable, corrosive, reactive, or toxic
- E HEALTHY LIFESTYLE EDUCATION** - related to a way of life or state of health for mind and body
- EA Chemical Health** - the effects of chemical substances on one's physical or mental well-being
 - EB Mental and Emotional Health** - related to self understanding, self and stress management, and interpersonal relationships
- EC Foods and Nutrition** - foodstuffs, their preparation, and the act of being nourished by wholesome sustaining food substances
- ECA EFNEP** - Expanded Food and Nutrition Education Program youth
 - ECB Foods Safety** - related to protection and immunity of foodstuffs and diet
 - ECC Food Preservation** - maintaining, perpetuating, and safeguarding foodstuffs
 - ECD FSNEP** – Food Stamp Nutrition Education Program
- ED Physical Health** - related to the body's well-being and wholeness
- EDA Fitness and Sports** - learning about or participating in vigorous exertion, of whatever kind
 - EDB Growth, Development, and Disease** - human development across the life span and the maintenance of well-being

- EDC** **Home Nursing, First Aid/CPR** - programs focused on management and care of the ill at home, emergency care, and preparation
- EDD** **Sexual Health** - understanding and learning about human sexuality
- EE** **Safety** - programs/activities/projects that affect being secure or protected from hurt, injury, harm or loss
- EEA** **ATV Safety** – all-terrain vehicle safety
- EEB** **Automotive Safety** - (including seatbelts, etc.)
- EEC** **Bicycle Safety**
- EED** **Communities for Child Safety** - an interacting population of individuals in a common locale linked by child safety
- EEE** **Emergency Preparedness**
- EEF** **Tractor and Machinery Safety Certification** - programs resulting in certification of an individual to operate agricultural production equipment legally and safely
- F** **PERSONAL DEVELOPMENT AND LEADERSHIP** - relating to individual influence, excellence, conduct, motives, characteristics, traits, attitudes, or habits
- FA** **Career Exploration and Employability** - learning about alternatives in jobs, permanent callings and professions, the expectations and rewards of each, and workforce preparedness
- FB** **Critical Thinking Skills** - learning to exercise careful judgment and evaluation
- FC** **Economics, Business, and Marketing** - study of principles underlying commerce, merchandising, and entrepreneurship
- FCA** **Mini Society (specific entrepreneurial program of Kauffman Foundation)**
- FCB** **Other Entrepreneurship**
- FD** **Exploring 4-H** - general introductory for youngest participants
- FE** **Hobbies and Collections** - leisure interests that intensely absorb the individual's attention over a long period of time, such as enjoyable avocations, (making or doing) or the accumulation of objects gathered for study, comparison or exhibition
- FF** **Leadership Skills Development** - development of qualities necessary to work with and through others to accomplish goals
- FG** **Leisure Education** - (general) learning to transform free time into self discovery and personal fulfillment through knowledge of self and available alternative activities
- FH** **Personal Development** - (general) expanding knowledge of self, and expanding capabilities
- FI** **Reading Literacy** - encourages expanded ability to understand printed or written information
- FJ** **Social Recreation Skills** - freely chosen activities in which the motivation is the basic social drive, the need to interrelate with people
- FK** **Values Clarification** - a process for examining and developing one's own attitudes and values
- FL** Character Education
- G** **PLANTS AND ANIMALS** - applied biological sciences, production, and pets
- GA** **Ag in the Classroom** - in-school exploration of agriculture
- GB** **Animals** - (general, or specific species not on list below)
- GBA** **Aquaculture** - hydroponics and the cultivation of the natural produce of water, such as fish, crayfish, etc.
- GBB** **Beef** - domesticated bovine developed primarily for the efficient production of red meat
- GBC** **Birds and Poultry** - domesticated birds, chickens, pigeons, waterfowl, and other warm-blooded, feathered animals
- GBD** **Cats**
- GBE** **Dogs**
- GBF** **Dairy Cattle** - bovine bred and developed chiefly for milk production
- GBG** **Goats** – general - milk, hair, meat, and/or milk producing, pygmy

GBGA Dairy Goats**GBGB Mohair Goats****GBGC Meat Goats****GBGD Pygmy Goats****GBH Horse/Pony** - breeding, care, training for riding, pleasure or draft purposes**GBI Rabbits/Cavies** - any of several small domesticated mammals related to ordinary hares or to rough-haired South American rodents in the Caviidae family, such as guinea pigs**GBJ Sheep****GBK Small Animals/Pocket Pets/Lab Animals** - includes all other small domesticated mammals raised and cared for not listed in any other GB category**GBL Swine****GBM Alpacas and Llamas****GBN Emus and Ostriches****GC Plants** - Living vegetables, herbs, greenery or foliage, trees, vines, shrubs, etc.**GCA Crops/Weeds** - (crops): a plant product grown and harvested for profit or consumption; (weeds): plants that interfere with the growth and production of more desirable plants**GCB Flower Gardening/House Plants** - desirable plants cultivated for their appearance and/or ornamentation either outdoors, indoors, in or out of containers, either as a hobby or as a business**GCC Gardens - Fruit/Vegetables** - desirable plants cultivated for their production of edible herbs, fruits, flowers, or vegetables**GCD Ornamental Horticulture** - plants cultivated primarily for landscaping and aesthetic purposes**H SCIENCE AND TECHNOLOGY** - applied knowledge, expertise, and disciplines attained through study or practice concerned with the physical world**HA Science/Technology Literacy** - ability to understand applied knowledge, expertise, and disciplines attained through study of the physical world**HAA Series** (specific 4-H program, originating in California)**HAB Spaces** (science and technology components of a specific 4-H program, originating in Michigan)
Record non-science spaces enrollments by their subject**HB Biological Sciences** - the discipline and knowledge base applied to life and living processes**HBA Animal Science** - the discipline of agriculture concerned with production and care of domestic animals**HBB Aquatic Science** - 4-H aquarium projects**HBC Entomology and Bees** - the discipline of zoology that deals with insects**HBD Food Science** - the discipline of nutrients in solid form that nourishes, sustains, or supplies mankind**HBE Marine Science** - the discipline relating to sea life and its management**HBF Meat Science** - the discipline of animal tissue used as food from the flesh of domesticated animals**HBG Plant Science** - the discipline of the Plantae kingdom**HBH Poultry Science and Embryology** - the discipline of domesticated birds kept for eggs or meat and the branch of biology dealing with poultry embryos and their development**HBI Veterinary Science** - the discipline and art of prevention, cure, or alleviation of disease and injury in animals**HC Technology and Engineering** - applied science to achieve a practical purpose through invention, planning, or manipulation**HCA Aerospace** - physical science that deals with flight, the Earth's atmosphere, and space**HCB Automotive** - 4-wheeled vehicles designed for passenger transportation**HCC Bicycle** - human-powered two-wheeled vehicles**HCD Computer Technology** - the applied science related to or concerned with programmable electronic devices that can store, retrieve, and process data**HCE Electric** - relating to, or operated by electricity**HCF Electronics** - relating to or utilizing devices constructed or working by the methods of physics or the principles of electronics or electrons, e.g. robotics**HCG Engines, Tractors, and Field Equipment** - apparatus used for agricultural production and/or lawn or garden application**HCH Wood Science and Industrial Arts** - the disciplines associated with the processing and utilization of wood products; making and using technical plans; developing dexterity and familiarity with tools, machines, and processes for construction and repair**HD Physical Sciences** - the natural sciences that deal primarily with non-living materials

HDA	Astronomy - the science of the celestial bodies and of their magnitudes, motions, and constitution
HDB	Chemistry - the science that deals with the composition, structure, and properties of substances and of the transformations that they undergo
HDC	Mathematics - the science of numbers and their operations, interrelation combinations, generalizations, and abstractions and of space configurations and their structure and measurements
HDD	Physics - the science that deals with matter and energy and their interactions in the fields of mechanics, acoustics, optics, heat, electricity, magnetism, radiation, atomic structure, and nuclear phenomena

Curriculum definitions are intended to assist in deciding how to code enrollment. Many projects will include content from several categories. Choose the code(s) that best fit(s) the major thrust(s) of the project.